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ABSTRACT

The booklet is intended primarily for leaders of Scout units for deaf boys, 8 years of age to adulthood, and staff members in schools for the deaf. Aspects of deafness and differences in teaching methods are explored to provide an understanding of deafness. It is maintained that Scouting helps deaf boys develop social skills, self reliance, and verbal ability; and that boys can join a unit for deaf or for hearing boys. Examined are activities of the recently and early deafened boy in a hearing unit, communication between deaf and hearing boys, and restrictions on participation. The program is described to include advancement through Cub Scout ranks, Scout ranks, and requirements for exploring. Also considered are Cub Scouting and Scouting activities such as pack and troop meeting, the outdoor program, and comporees with hearing boys. Special consideration is given to social and pyschological needs of prelingually and postlingually deaf boys, speech and lipreading, hearing aids, and safety precautions. Appended are plans for organizing a Scouting unit in a residential school for the deaf, and lists of training aids and resources. (MC)

Scouting for the deaf

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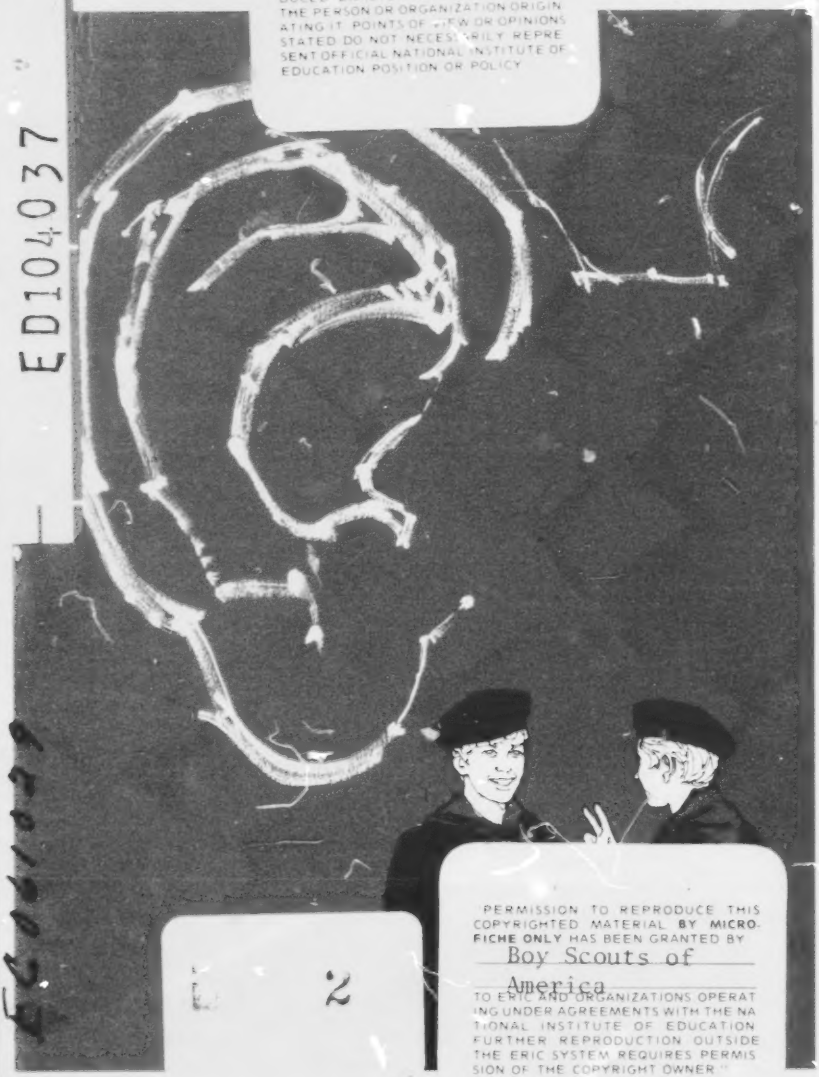

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Introduction

This booklet is written primarily for leaders of Scout units for deaf boys and officials and staff members of schools for the deaf. In addition, parents, Scouting officials, and other persons interested in the education of the deaf will find it useful.

This is a reference book. You can read the parts that interest you and meet your needs and ignore the rest. It is intended to answer such general questions as these:

How can deaf boys become Cub Scouts, Scouts, and Explorers?

What benefits can deaf boys obtain from membership in Scouting?

What kinds of adaptations can and should be made in Scout programs to fit the needs of deaf boys?

What special problems are encountered in Scouting for deaf boys, and how may they be handled?

What kinds of help are available for those who wish to pursue the subject further?

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Scouting Is for All Boys

Scouting is first of all an open program. It is not intentionally restrictive against any boy who is of age and wants to join. That some boys happen to have one form or another of physical, emotional, or mental handicap is in no sense a barrier to belonging.

In addition to being open — nonrestrictive — Scouting offers special benefits to boys with handicaps of all kinds. The particular benefits to deaf boys are described in the first chapter. If a boy without a handicap can gain by being in Scouting, the boy with a handicap can gain even more.

It is possible for almost every deaf boy who wants to be in Scouting to join and participate. Membership is open, and the advantages are many.

Understanding deafness

The words "deaf" and "deafness" are used in many different ways. In this booklet we use them in a very limited way, because these words are the basis of some very important distinctions.

Deafness vs. Hard of Hearing

A boy who has lost some part of his hearing but **can understand normal speech** by using a hearing aid is **hard of hearing.** He is not the subject of this booklet. For Scouting purposes, he presents little more of a problem than a boy who wears glasses to see or uses a leg brace to walk. To be sure, he must use his hearing aid properly, take care of it, take certain precautions against injury while wearing it, etc. He may have difficulty following a group conversation. But essentially the hard-of-hearing boy is not greatly different from the hearing boy so long as his equipment is in place and working. He can **understand normal speech** and thus is not deaf.

The deaf boy, on the other hand, **cannot understand normal speech** with or without a hearing aid. He may be, and often is, utterly "normal" in other respects: not sick, not retarded, not crippled. (Deafness, of course, sometimes occurs along with other impairments, thus multiplying the handicaps.) His deafness consists in being unable to hear and understand normal speech under all conditions; his problem is basically one of communication, and hence he presents a specific and unique educational problem.

The Onset of Deafness

Educationally, the beginning point of deafness in a person's life is a critical matter. Those who are born deaf or

who become deaf very early in life present entirely different educational problems from those who lose their hearing later. For educational purposes deaf persons are considered in two categories, according to the onset of deafness in their lives.

Postlingually deaf persons are those who have lost their hearing at age 5 or after. (They make up about 5 percent of the school-age deaf population.) A postlingually deaf boy has learned to speak because he was able to hear and mimic speech in his early years. A boy who loses his hearing at age 8 or 9 can probably read and write English at his grade level and speak normally.

The postlingually deaf boy has the advantage of a large storehouse of language. But in terms of communication, he is as deaf as one born deaf. He cannot understand normal speech with or without a hearing aid. He faces major adjustment problems with his new disability. He will have problems being accepted by boys and girls his own age. Educationally, he is ahead of those deaf from birth; socially, he is about with them.

Prelingually deaf persons are those who were born deaf or lose their hearing in early years before acquiring speech and syntax. They are 95 percent of the school-age deaf population. Cut off from hearing speech, they are deprived of learning to speak, read, and write in the way hearing persons do. The prelingually deaf boy has a massive communication problem that affects his education, his social adjustment, and his perception and acceptance of himself. These problems are reduced to the extent that he becomes exposed to the English language (or some other spoken language) and is encouraged to express himself through speech, writing, and fingerspelling. However, prelingually deaf persons do not always develop speech that can be understood in social situations. Prelingually deaf lipreaders of Scout age understand only a small part of what is said to them on a one-to-one basis.

In addition to communication in English through speech, writing, and fingerspelling, there is the **language of signs.** It uses hand pictures or gestures to communicate ideas

and words. The sign language may or may not be accompanied by speech.

Differences in Education of Deaf Children

There are three major approaches to the education of both prelingually and postlingually deaf children.

1. **The Oral Method.** This stresses the development of language using speech, lipreading, and aural amplification exclusively.

2. **The Combined (Rochester) Method.** This method uses speech and lipreading, supplemented by fingerspelling (visible English) and aural amplification.

3. **The Simultaneous Method (Total Communication).** All known techniques are used: speech, lipreading, auditory aids, sign language, and fingerspelling for proper names and words for which there are no signs.

All of these major methods have reading and writing as educational goals. Advocates of all of them agree that maximum use of residual hearing is essential.

The proponents of each method — educators, parents, deaf persons — are very firm in their beliefs. In preparing this booklet we have tried to minimize bias for or against any method. We know it has been impossible to eliminate it completely. Workers with the deaf will sense this as they read it. We simply plead for understanding when you encounter statements which may be contrary to your educational philosophy. Our concern here is to apply the Scout programs to deaf boys. Scouting can best fulfill its mission to the individual boy when it conforms with the educational method to which the boy is being exposed.

How Scouting can help the deaf boy

Is Scouting good for the deaf boy? The answer is in part contained in the answer to this question: Is it good for the hearing boy? For the deaf boy is a normal boy, too. He is far more like his hearing contemporaries than he is different from them. If Scouting is good for hearing boys, it should offer similar values for deaf boys. What, in brief, are these values?

1. The development of social skills — "getting along" with others, adapting, cooperating, helping.
2. The development of social responsibility — learning to recognize and do something about individual and community needs.
3. Fun, adventure, comradeship.
4. The development of self-reliance — learning to become competent, acquiring skill, accepting one's self.

Such values, of course, are not gained automatically by membership. The amount of exposure to the program, the quality of the program, the caliber of the boy's unit leader, the individual boy's receptiveness to his Scouting opportunities all affect the values obtainable.

Individuals have different experiences in Scouting. There are those whose lives have literally been made over by membership. Others have belonged briefly and half-heartedly with no visible lasting effect. One cannot claim

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miracles in advance, but the probability of a boy's gaining long-lasting benefits is very high.

Some general observations can be made about the relevance of Scouting to deaf boys, too.

- Scouting is aimed at common boy interests, shared alike by the deaf and the hearing. Being deaf does not change boy interests, but unless someone makes special efforts, the deaf boy often misses participation in things that interest him.

- Scouting is worldwide and almost universal; it offers special breadth and depth to the deaf boy whose world is often very limited.

- Scouting's emphasis upon high ideals of social responsibility are likewise a good influence on deaf boys, who may be isolated from concerns outside their immediate surroundings. Often the recipients of service, deaf boys can learn to be givers as well.

- Scouting can provide opportunity for contact with hearing persons, further serving to combat the tendency of the deaf toward isolation.

The disability of deafness produces special needs which Scouting is often able to meet to some degree.

The deaf boy — especially if prelingually deaf — is handicapped not only by inability to hear, but also to some considerable degree by inability to speak. If he is young, or has had limited instruction or experience in speech and lipreading, he will be unable to communicate naturally with his hearing peers.

There is, then, an almost desperate need for the deaf boy to learn to communicate. Clearly, exposure to others in an interesting program provides opportunities for more **experiences** in communication. Advancement — Scouting's step-by-step learning and recognition method — provides additional motivation.

Beyond the need to speak and lipread, and associated with it, is the need to acquire skill in the English language

(or another spoken and written language). Language is the substance of thought, the basis of education, and the key to the full development of one's abilities.

In a real sense, a deaf child in an English-speaking society is more handicapped than he would be in one using a less complex language. The complicated syntax and huge vocabulary of English make it a considerable task to be learned by a hearing person and a formidable one for the deaf.

The need for a knowledge of English, in turn, relates to lipreading and speech, for both are based on vocabulary and syntax. There is no meaning to "pass the milk," let alone more complex sentences, unless one can attach meaning to the words and sense to the construction of the sentence. If the prelingually deaf boy somehow "knew" the words and the way they are used, he could more easily find ways to receive and send them. Thus, the postlingually deaf child is far ahead of the prelingually deaf and can learn faster and more easily.

To meet the elementary needs of living with others, the deaf child, with or without instruction, resorts to visual shortcuts. He can get the milk passed by pointing to it; he can get another to go with him by pulling him by the hand. The shortcuts permit the ordinary business of living but they fail to develop the language used by the hearing.

Thus, the prelingually deaf boy's primary lifetime need is to acquire a working knowledge of English. With English, he can learn to read and write with understanding. With English, he will have further incentive for improving speech and lipreading. He will go further with his education and communicate better with hearing persons. Anything that helps a boy master English will be of enormous value to him.

How can Scouting help the deaf boy to learn and practice English communication?

1. Contacts with hearing Scouts will provide many practical situations to use English naturally in all its forms: speech, reading, and writing.

2. The use of the various books and manuals for Cub Scouts, Scouts, and Explorers provides practice in English communication.

3. Many of the advancement requirements themselves are verbal in whole or in part, requiring English communication for their completion.

4. A great many Scouting skills and activities, from Cub Scouting on up, involve the use of English: making posters, keeping scrapbooks, labeling nature specimens, preparing menus, reading maps, etc.

There are boys who do not learn well, or even learn at all, to lipread. (This topic is discussed further in chapter 4.) Such boys can receive English communication only through visible English: writing or fingerspelling. Deaf boys find it easy to use fingerspelling, and the manual alphabet may be learned quickly by hearing leaders and friends.

The advantage of fingerspelling to a boy who cannot learn lipreading is that it presents English vocabulary and syntax in visible form. Scouting activities and associations that provide opportunity to use English in a meaningful way are further reinforcement of the boy's learning of the language of the hearing.

However, the desires of the boy's parents and school must determine the ways of communicating to be used. They must be respected. The use of speech, fingerspelling, or sign language is specifically encouraged or forbidden according to the educational method to which the boy is exposed. In the Scout unit, leaders and boys must take care to use the forms of communication with the deaf boy that will support his formal education. To depart from those methods may confuse the boy or result in his loss of a Scouting experience.

How To Join

A deaf boy may become a Cub Scout, Scout, or Explorer in virtually any unit whose members are mostly — or en-

tirely — hearing boys. Or he may join a unit formed exclusively for deaf boys.

There are advantages and disadvantages both ways. If the boy has the option either to join a Scout unit for deaf boys or to join one with hearing boys, the pros and cons should be weighed carefully by both the boy and his parents. Consider questions such as these:

- Does one unit (hearing or deaf) have a decided advantage over the other — such as stronger leadership, more active program, etc.?
- Is the Scouting experience in one unit more likely to support the formal education the boy is receiving than in the other? (Where will he learn and practice the most English?)
- Does the boy have friends in one unit and not in the other?
- Does the boy have other opportunities to be with hearing children, or would his Scouting experience in a unit with hearing boys be his only "outside" contact?

Advantages of a Unit for the Deaf

In many cases deaf boys in this type of unit will be with their friends in a familiar place.

- The unit is most likely associated with and probably sponsored by the deaf boy's own school for the deaf, and can be counted on to support the school's educational methods.
- The unit leaders are usually more skilled in working with the deaf.
- Communication among deaf boys is easier than among deaf and hearing boys. (This may serve as a disadvantage to the extent that the deaf boy in some situations may be less challenged to communicate in English.)
- The unit's schedule is planned to mesh with the school's schedule as to vacations, weekends, etc.

Advantages in Belonging to a Unit of Hearing Boys

In this type of unit the deaf boy will associate with many new friends in a new situation.

- Leaders outside the school for the deaf may sometimes provide more imaginative and helpful experiences for a deaf boy, because the program of the unit is not circumscribed by the disability of deafness.

- Communication in English with leaders and boys may be facilitated because the deaf boy may tend to adapt to the language of the hearing if this is within his capabilities.

- The Scouting unit may be one of the few opportunities — or even the only one — to associate, work, play, and learn regularly with hearing boys.

As a practical matter, most deaf boys are in schools for the deaf where there are Scouting units. Given this convenience, it is not surprising that most deaf boys in the Scouting program are in units for the deaf. Boys who attend resident schools for the deaf at some distance from their homes are most likely to get their Scouting at the school. In some areas it is possible to provide the option of joining a unit located near the school. Deaf boys who live at home or who live at a resident school near their home may be able to participate in Scouting by joining a unit near their home.

If a school for the deaf has enough boys to conduct its own Scout program, it should contact its local Scout council for information about forming a unit. (Additional information is contained in Appendix 1.) Two boys age eight (or who have completed the second grade), age 9, or age 10 are enough to organize a Cub Scout pack; two boys age 11 (or who have completed the fifth grade) can form a Scout troop; five young men and women who have completed the eighth grade or are 15 years of age or older and in either case are not 21 can form an Explorer post.

Where a school for the deaf lacks sufficient interested boys to form a unit or if formation is not feasible for other

reasons, the school can, with minimal organization, create a den of Cub Scouts or a patrol of Scouts. These small groups can then affiliate with a nearby pack or troop of hearing boys. Or individual boys, if permitted by school policy, may join units outside (but near) the school.

The Scout program offers many potential values to every boy. To those with the disability of deafness, Scouting offers additional benefits. Virtually every deaf boy, whether in a school for the deaf or elsewhere, can have a Scouting experience. Officials of every local council will lend full assistance to make Scouting available to all who want to belong.

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The deaf boy in a unit of hearing boys

Where opportunity is available, a deaf boy may become a Cub Scout, Scout, or Explorer in a unit composed mainly or entirely of hearing boys. This situation is most likely to be available to day students who live at home. In this case it is the most natural and practical way for the boy to join a unit.

The deaf Cub Scout will be assigned to a neighborhood den of five to eight boys led by an adult. Cub Scouting is a home- and neighborhood-centered program, and the deaf boy will have the advantage of participating with his own parents and neighborhood friends. His neighborhood den will meet weekly. Once a month his den will join others in the pack for a pack meeting. All boys and their families attend the pack meeting.

The deaf Scout will belong to a patrol of five to 10 Scouts, led by a Scout. The patrol may or may not be organized on a neighborhood basis. Patrol and troop meetings will be weekly or less often. Hikes and camping trips will occur on weekends and during school vacations. Active troops do some form of camping for a week or more during the summer or some other vacation period. They may take special trips to historic spots and participate in district or council camporees.

Explorer units are usually not organized into subgroups comparable with dens and patrols. Meetings and activities will occur three or four times a month. Some Explorer units are co-ed, and some make trips from time to time that last several days. Their group usually is organized around a special interest, which will benefit the deaf boy.

The Recently Deafened Boy

A boy who has recently lost his hearing can begin or renew his Scouting experience with little difficulty. Certain of the special considerations noted in chapter 4 will apply, but, because the boy is postlingually deaf, his communication problems will be different from those of the boy who was born deaf.

Nevertheless, the boys with whom he will be associating will need to have his new condition explained to them. Few, if any, will have any familiarity with deafness.

Essentially, the boys must understand that the newly deafened boy is the same as before in terms of interests and basic needs. If he has fully recovered from the disease that took his hearing, he will be healthy and ready to go.

They must understand that there will be a certain embarrassment on both sides. The deafened boy will be acutely conscious of his hearing loss, eager to be "normal" in every way, and fearful that he will mess things up. The hearing boys will feel uncertain that they can talk to their deaf friend.

Hearing boys will have to learn to speak directly to the deafened boy so that he can see their lips. They will have to curb their inclination to shout at him or make exaggerated mouth movements while speaking. Both make lipreading more difficult. They must learn to get his attention by touch or visual sign.

Above all, hearing boys must make every effort to include the deafened boy and accept him as he is. Unable to follow fast-moving conversation, missing the point of jokes, not hearing commands or announcements, the deafened boy may find withdrawal more satisfactory than participation. If he feels "out of things," he may decide to stay out of them.

Adjustment to deafness is a very difficult process for the boy. A good experience in Scouting, with understanding boys who keep communication alive and keep the boy involved socially, is an important contribution to the recently deafened boy.

The Early Deafened Boy

The boy who is deaf from birth or who lost his hearing in his very early years is less of an adjustment problem than a recently deafened boy. He accepts his disability because he has no experience without it. He may even have sympathy for hearing boys with whom he associates for their inability to converse in signs or visible English.

Such a boy has probably spent most or all of his life among the deaf. He has most likely been isolated from many common experiences among the hearing. He has probably traveled less, engaged in fewer activities, read fewer books, and expressed himself only in limited ways. If he is prelingually deaf, he has a somewhat limited vocabulary and is deficient in speech and language as compared with his hearing peers. If he is 8 years old — or even 9 or 10 — he probably cannot read the text of the *Wolf Cub Scout Book*, which is for third-grade reading level. Concepts contained in the Cub Scout ideals — duty, promise, country — may be beyond his understanding.

Despite the verbal difficulties, however, there are few requirements in Cub Scout achievements that deaf boys cannot meet. Accomplishments involving collections, games, fitness, personal hygiene, and many activities can be done at least as well by deaf boys as by hearing boys. (Further details are found in chapter 4.) Not surprisingly, the principal difficulty is conveying to the boy what he must do to meet a requirement. To some extent the same communication problem exists with Scouts who are postlingually deaf. These older boys, however, are somewhat more advanced in reading skills than at age 8.

Den and pack leaders and parents must recognize the difficulty of the deaf Cub Scout in learning what he must do to advance and provide help. Otherwise he may see his hearing peers advancing while he is still struggling.

The deaf boy needs to be included and accepted by the hearing boys. Orientation of the hearing boys must make a special point of this. Boys of Cub Scout and Scout ages are extremely compassionate. Once they understand the special needs of a deaf boy, they will help him out.

Communication Between Deaf and Hearing Boys

As we emphasized earlier, the deaf boy's participation in Scouting should support the type of educational process he is undergoing. It is time to define that support.

Support means to provide additional practice in the kinds of sending and receiving the boy is being trained in. Support means further that **only** those forms of communication in use in the boy's school should be used by leaders and hearing boys. Specifically, a boy schooled in the Combined (Rochester) Method should be exposed to lipreading simultaneously with fingerspelling. He may also be exposed to visible English in any other form: writing, printing, Morse code, or semaphore code. But he is not taught sign language and should not be exposed to it. The boy should respond by speaking or using fingerspelling.

Boys being taught by the Oral Method should neither send nor receive by fingerspelling or signs. They are taught to communicate by speech and lipreading only and should not be exposed to other methods.

Boys being taught by the Simultaneous Method may use all forms of communication, using signs supplemented by fingerspelling for words for which there are no signs.

Speech and lipreading are acceptable under all methods of instruction. When a boy does not understand, the message may acceptably be written on a pad in most instances.

Hearing boys will find it easy and fun to learn the manual alphabet and communicate by fingerspelling, if it is acceptable to the deaf boy's parents and school.

Some boys may have developed very little useful verbal skill by the time they join; they will be unable to communicate except by signs. Hearing boys and leaders can then learn the sign language, though this is a very much larger task than learning the manual alphabet. If such a boy can use fingerspelling at all, his associates in Scouting can give him practice in English syntax and vocabulary.

Although hearing boys can learn the manual alphabet quickly, their early tendency will be to spell out words with their mouths simultaneously with fingerspelling. This must be avoided, as deaf boys have been taught to lipread words and not letters, and they will not understand.

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Correct practice is to **speak** the words normally while fingerspelling them at chest level. The deaf person watches the lips and sees the fingerspelling with his peripheral vision. Thus, he sees whole words on the lips and the spelling of the words with the fingers.

Restrictions on Participation

Unless a deaf boy is also physically handicapped, there are no particular restrictions on his Scouting activities. While the cautions noted in chapter 4 apply, essentially the deaf boy can do anything his hearing friends can do.

Restrictions are imposed mainly by the communication problem. A deaf boy cannot, for example, recite the Scout Law in unison with deaf or hearing boys because his monitoring system is visual. He need not be excluded from such a recitation, but others must understand that the deaf boy may finish behind or ahead of the others.

The deaf boy can meet most advancement requirements as well as anyone else. However, the prelingually deaf boy may not comprehend requirements as well or verbalize clearly on abstractions like trustworthiness or loyalty. This does not mean that he cannot learn and tell the meaning in his own way; it simply means that he may not manipulate the concepts using only the words in the book.

Hearing leaders must realize that an inability to speak or explain a word such as "trustworthy" as a hearing Scout does does not disqualify the deaf Scout. The word may mean no more to him than a German phrase means to a hearing Scout. Leaders must not allow deaf Scouts to bog down on the more difficult verbal aspects. If a boy knows that as a Scout he does not lie or cheat or steal, he need never have to stumble over the word "trustworthy."

Scout leaders who accept a deaf boy in the unit should confer with parents and, where possible, school officials. They should understand the circumstances of the boy's deafness and the method of education he is being exposed to. Periodic contacts with both parents and school people will help to assure that the Scouting experience contributes to the boy's life as it should.

The Scout program

The Scout program is what its members *do*. There is glamor in the uniform and the worldwide association of Scouts, and there is always great excitement in joining. But the payoff to the boy is in what he does. Boys of Scout age need purposeful activity — that is what Scouting is.

The programs of Cub Scouting, Scouting, and Exploring are described in official literature. The basic program literature is listed in bibliographies in the back of this book. The program so described is generally appropriate for all boys, including those who are deaf.

It is not intended that this book should serve as a substitute for basic Scouting literature, but rather as a supplement. There are unique problems in carrying out the program for deaf boys, and this book and especially this chapter address themselves to those problems.

Two premises underlie this chapter:

1. Since most deaf boys of Scouting age attend resident schools for the deaf and become Scouts there, the chapter is primarily aimed at managing the Scouting program in a school for the deaf rather than that of a neighborhood unit.
2. The Scouting program is educational in character and is a part of the school's total program in the education of the deaf.

Advancement

Both Cub Scouting and Scouting have always used advancement as a fundamental part of the program. In both, specific requirements are laid out and visible forms of recognition for meeting them are provided for completion. (Advancement of this type is part of the Sea Exploring program only, as is explained later.)

Deaf boys can meet most requirements in Cub Scout and Scout advancement as well as hearing boys. But since their problems revolve around communication, deaf boys are likely to strike two obstacles to advancing.

The first hurdle for the deaf boy is often to find out just what requirements say he is to do. If he reads below grade level, he may not be able to understand the books written for his age. Thus, one task of the leader of deaf boys in Cub Scouting and Scouting is to **explain requirements.** Once the boy knows what he is to do, he is likely to be just as competent as anyone else.

The second hurdle consists of the exceptions to the last statement. Certain requirements in Cub Scouting and Scouting are **verbal** in character. They may require memorizing, reciting, telling, and so forth. The deaf boy with a limited command of English can be stopped cold by these verbal requirements for advancement. So a second task for leaders is to devise ways for deaf boys to explain the verbal requirements in their own way.

Advancement in Cub Scouting

The advancement steps in Cub Scouting are related to age. An 8-year-old works toward the Wolf rank, using the *Wolf Cub Scout Book.* If he completes the requirements — called achievements — before his ninth birthday, he may continue to earn other recognitions for 8-year-olds. These are called arrow points.

A 9-year-old works similarly on the Bear rank. Arrow points are also provided at his age level if he completes the Bear achievements.

Ten-year-old Cub Scouts are called Webelos Scouts and work in more advanced fields called activity badge areas. They may also earn the Arrow of Light, which includes preparation for the Scout joining requirements.

Every new Cub Scout, regardless of age, begins with the Bobcat rank.

Cub Scouting is designed as a home-centered program. Members meet requirements with their parents, and the parents sign their books indicating completion. Deaf boys in school packs usually pass requirements with den leaders or house parents. The procedure is the same, the school person acting in lieu of parents.

The Cubmaster and the pack committee are authorized to make substitutions for requirements beyond the capability of deaf boys by virtue of their deafness.

Bobcat

Almost all of the Bobcat tests are verbal. Taken verbatim, they require not only memorizing, but recitation and explanation of abstractions: promise, duty, God, country, etc.

For example, Requirement 1:

Learn and give the Cub Scout Promise

> **I, _____ (name) _____, promise**
> **To do my best to do my duty to God and my country,**
> **To help other people, and**
> **To obey the Law of the Pack.**

One approach to this requirement is to teach the boy to speak these words. It is a long and painful process for many and does not necessarily result in any understanding by the boy as to what is expected of him as a Cub Scout.

A more desirable approach would be to obtain reasonable understanding of what it means to be a Cub Scout, using as many of the concepts as may be within his compre-

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hension. In such an approach, rote memorizing would be required.

The concepts may be explained as follows:

I promise (I will do what I say I will)
do my best (try hard)
do my duty (do the right thing)
country (home, school, neighborhood, friends, city)
God (depends on a boy's religious training)
obey (follow, do what I'm asked to do)
help other people (be helpful)
the Law of the Pack (another set of concepts that must be treated separately)

Communication on such concepts might go like this example (with variations for the mode used):

Leader: A Cub Scout does his best. He tries hard. You are a Cub Scout. Will you try hard?

Boy: I will try hard.

Leader: Show me. Do this and show me how you will try hard. (Presents some challenge: arm wrestling with another boy, pounding in a nail, or drawing a figure, etc.)

When the leader is satisfied that the boy understands the concept **and associates this with being a Cub Scout,** he goes on to the next.

The Law of the Pack, sign, salute, etc., are explained in the *Wolf Cub Scout Book.* Leaders are urged not to require excessive verbalizing on concepts, but to stress practical understanding of the meaning to the boy. Verbal concepts have no meaning in themselves; each boy must find meaning in himself for these things. Our objective is not to be able to recite words, but to adopt behavioral styles consistent with the concepts. A boy who tries hard to do everything has absorbed the spirit of "do my best" whether he can say the words or not.

Wolf

Physical requirements are best communicated by demonstration. The use of Scouts as den chiefs greatly facilitates this.

Example, **Feats of Skill,** Achievement 1:

1. **Do a front roll, back roll, and falling-forward roll.**

Communicating and meeting the requirement:

- Show illustration of front roll in Wolf book, top of page 36.
- Den chief demonstrates.
- Cub Scout tries.
- If satisfactory, initial book. If not satisfactory, have den chief demonstrate and correct the Cub Scout.
- Continue process for back roll, etc.

Example, **Home and Traffic Safety,** Achievement 9:

4. **Practice rules of street and road safety.**

Communicating and meeting the requirement:

- Show illustrations in Wolf book, page 65.
- Den chief or other leader shows Cub Scouts how to cross street and follow traffic signals.
- Cub Scouts show how to walk down a highway or road safely.
- If project is satisfactory, initial book. If not satisfactory, give help and encourage boy to try another.

Requirements involving knowing rules are best met by having boys follow the rules rather than recite them.

Example, **Keeping Healthy,** Achievement 3:

1. **Understand and follow the seven rules for health.**

Communicating and meeting the requirement:

- Show illustrations in the Wolf book, pages 45 and 46. Use other relevant slides, filmstrips, etc.
- Have boys make charts to use daily for such items as bathing, brushing teeth, rest, exercise, etc. They post the charts in their rooms and mark them each time they do what is required.
- Use dramatization to have boys act out rules for preventing the spread of colds, taking care of small cuts, etc.

Requirements involving listing need not require the writing out of lists. Pointing out examples or acting out are appropriate evidence of comprehension.

Example, **Conservation,** Achievement 7:

2. **Make a list of things that make our air and water dirty and less useful to us.**

Communicating and meeting the requirement:

- Use visuals to introduce the general problem of air and water pollution.
- Take a walk or field trip and search for examples of air and water pollution.
- Have Cub Scouts draw, take pictures of, or write up (if within their capability) examples found.

Bear

The same general rules for communicating and meeting requirements for Wolf rank are applicable to Bear rank.

Suggestions are offered here for two requirements that some deaf boys find troublesome.

Wildlife Conservation, Achievement 1:

4. **Get a pamphlet or booklet on attracting birds and read it.**

The objective here is to find out how to attract birds. If available literature on the subject is too difficult for boys to read, have them pick one or more bird species common to the area. The leader can get help from literature or local bird enthusiasts on ways to attract such birds. Have Cub Scouts build feeders or houses and observe regularly to see if they have attracted the birds they were trying for.

Writing, Achievement 9:

2b. **Keep a daily diary for 1 month.**

Standards here need not be high, but even minimal entries in a daily diary will meet the requirement and cause some practice in writing.

2d. **Write an invitation to someone inviting them to visit your den or pack meeting.**

This could be a combination of words, drawings, and pictures cut out of old magazines, but it must convey the message to the person being invited: what, when, where.

Webelos

The 10-year-old Webelos Scouts may work independently on activity badges of their choice. The many options make it relatively easy for them to avoid troublesome verbal requirements and concentrate on things they like and can do. However, Webelos Scouts continue to need help from leaders in understanding the requirements.

Recording Cub Scout Advancement

It is most important to record the passing of an achievement in the boy's book immediately. This event, accompanied by praise and recognition, will make it more likely that he will make additional efforts.

Boys are competitive and, once started on advancement, will often want to compare progress. The Cub Scout Ad-

vancement Chart, available from your local Scout office, provides the den an excellent visual record of progress if kept updated. Each den should have one on display at its regular meeting place. The charts should also be displayed at monthly pack meetings.

Advancement in Scouting

Advancement is at least as important in Scouting as Cub Scouting. It occurs individually, within the patrol and the troop.

Recent changes in the Scout program include:

- More flexibility for individual Scouts.
- Earlier recognition of accomplishment.
- Arrangement of skills into more meaningful groupings.
- Earlier use of merit badges.

Advancement involves three kinds of recognitions:

1. Twelve basic skill awards, each a grouping of related skills in such areas as camping, hiking, swimming, cooking, and conservation.
2. Some 100 merit badges in a wide variety of fields.
3. Six progress awards (formerly called ranks) including the familiar levels of Tenderfoot, Second Class, First Class, Star, Life, and Eagle. Progress award requirements include combinations of skill awards and merit badges.

A boy passes simple joining requirements involving his understanding of the Scout Promise, Scout Law, motto, slogan, the Scout badge, the Outdoor Code and his knowledge of the salute, sign, and handclasp.

Tenderfoot Progress Award

The complete requirements immediately disclose the problem areas for the deaf Scout.

1. Actively participate in troop and patrol activities for at least 2 months.
2. Scout spirit: Repeat from memory the Scout Oath or Promise and Law and demonstrate that you have practiced these ideas in everyday life.
3. Earn Citizenship and one other skill award.
4. Earn any one merit badge.
5. Participate in personal growth agreement conference.

Verbal performance appears in requirements 2, 3 (the Citizenship skill award) and 5.

Tenderfoot Requirement 2, **Repeat from memory the Scout Oath (or Promise) and Law....**

It will be quite apparent that memorizing and repeating the words of the Scout Oath and Law is an enormous undertaking for deaf Scouts of low verbal ability. It will likewise be apparent that the process would have little or no meaning for many deaf boys who have had little or no exposure to English.

However, the other half of this requirement discloses its real purpose:

> **"...demonstrate that you have practiced these ideas in everyday life."**

It is the practice of the concepts, not the mouthing of the words, that is desired. For the hearing boy, learning the words is not difficult, but for him, too, the intent is real life behavior and not just reciting the rules.

The task of leadership is to convey the meaning of these words — with or without using the words themselves — so that Scouts can associate the **behaviors** with being Scouts.

The association goes like this: "Scouts are a special kind of boy. They are distinguished by being trustworthy. Since I am a Scout, I too must be trustworthy. This means that I cannot lie or cheat or steal, because any of these things would make it hard for others to trust me."

But this interpretation is again words. Scouts who can understand the original words in the *Scout Handbook* have no problem. Scouts who can understand paraphrases like the above have no problem. But those with low verbal ability will be no better off with a paraphrase.

Fortunately, the Scout Law is behavioral. That is, it is possible to **act out** the concepts involved and convey them through simple drama. These dramatizations may be developed by the Scouts themselves, and they may be used in conjunction with or in place of ceremonies of the usual sort.

Here is an example of such a drama to illustrate "A Scout Is Helpful." A boy falls and is unable to rise. Boys in civilian clothes walk by and ignore him. A uniformed Scout stops and helps him to limp away. (If this process sounds like the game of charades in reverse, it is. Turn it around and you act out the Law, and the Scouts identify it with its name.)

Note that it is not only the **behavior** that must be illustrated, but the association with Scout membership. The ordinary boy is shown as having no special characteristics in contrast to the Scout who can be trusted, is true to his friends, acts politely, etc. The distinction would be unnecessarily severe for hearing boys, but for deaf boys of low verbal ability it may be necessary.

The concepts in the Scout Oath must be broken out and taught separately. They are as follows:

honor	obey
do my best	help other people
duty	physically strong
God	mentally awake
country	morally straight

Tenderfoot Requirement 3, **Earn Citizenship skill award and one other skill award.**

The Citizenship skill award contains many verbal tangles for the deaf Scout.

1a. **Describe the U.S. flag...**

This may be done graphically with crayons or water-colors within the meaning of "describe."

...Give a short history of it.

This may be matching the years of the various versions of the flag with illustrations of it or even placing the flag illustrations in proper chronological order.

1b. **Show and tell why you should respect your country's flag by displaying, folding, and saluting it the right way. Tell which special days you should fly it in your state.**

Have the Scout demonstrate if possible the proper ways to display, fold, and salute the flag. Obtain verbal evidence in any form that the Scout recognizes the flag as a symbol of his country and that flag respect is a symbolic form of respect for the country. The Scout can work from a list of special days to show which call for flag display.

2. **Explain the meaning and reason for the: a. Pledge of Allegiance b. national anthem.**

This requirement is well beyond the ability of many deaf boys of Scout age. Substitutes, perhaps in the form of duties of caring for and displaying the flag, should be developed for approval by the local council.

3. **Explain the rights and responsibilities of a citizen of the United States.**

Some Scouts of low verbal ability would be able to act out some of these concepts sufficiently to meet the requirements. For others, substitutes should be arranged.

4. **Do one of the following: a. Visit a town leader. Learn from him the duties of his job or office. Tell your patrol what you learned. b. Learn something about a famous U.S. citizen of your choosing. Give a short report of what he did to gain this recognition. c. Make a list of 10 things, places, or sayings that have some relationship to the history of the United States. Explain their meaning.**

All of these alternatives are verbal in character and extremely difficult for many deaf boys as written. Substitute requirements within the school in the form of acts of good citizenship should be developed.

5. **Seek an understanding of drug abuse. As a real demonstration of citizenship, help your friends to do the same. Explain five steps you can take to reach this understanding.**

The ability of a deaf boy to meet this requirement also depends upon his skill with the English language. If he can read and understand any of the mass of published material on the subject, the deaf boy can begin to develop the understanding suggested. If he can write English, he can explain his five steps in that way. Lacking a reasonable facility with English, the boy will have to meet the requirement the best way he can, as judged by his leader.

Tenderfoot Requirement 5: **Participate in personal growth agreement conference.**

This conference, in which the boy and his Scoutmaster or other leader talk about his goals and personal growth, can be meaningful for boys with a reasonable command of English. For those of low verbal ability, conference content will have to be limited to superficial matters that can be communicated. The conference is an excellent opportunity for boys to express themselves to their leader and should be carried out as fully and effectively as possible.

Higher Progress Awards

Once the Tenderfoot hurdles are disposed of, Scout advancement becomes a smoother course for the deaf boy. In addition to earning the skill awards and merit badges required for Eagle, he can follow his own preferences for additional skill awards and merit badges, many of which call for nonverbal performance. Since the advancement plan is flexible, he can progress all the way to Eagle. Throughout deaf boys' Scouting experience, emphasis

should be on finding ways to meet the spirit of the regular requirements.

The Scouting program offers the opportunity for all boys to advance at their own pace and to choose specific merit badges and skill awards that will meet their needs and the requirements for advancement.

Advancement in Exploring

The Exploring program offers several adult forms of recognition but has no advancement program as such.

Some individual Explorers who have been Scouts may wish to earn the Eagle progress award.

If they have reached at least the First Class progress award in a troop, Explorers can work toward the Eagle progress award by meeting all requirements in the *Scout Handbook*. Leadership requirements are met in the Explorer post, personal conferences are with the post Advisor, and progress reviews are conducted by post officers.

Advancement ranks leading to Quartermaster are available to Sea Explorers.

Thus, there are virtually no advancement problems for the deaf Explorer that are unique to the Exploring program. As a member of an Explorer unit, the deaf boy will not only be able to advance but benefit by meeting socially with young men and women with like interests and in special-interest programs.

Activities

The activities of the Scouting program are intended for all boys. Experience with deaf boys over many decades of Scouting confirm that the activities suggested for hearing boys are in almost every case appropriate for deaf boys. The compromises necessary nearly always result from the school setting of the unit for deaf boys rather than from the disability of deafness.

Activities in Cub Scouting

The activities of Cub Scouts in a typical community pack center around weekly den meetings, monthly pack meetings, and occasional special activities. This is a good diet for Cub Scouts in a resident school for the deaf, with exceptions as noted.

Den Meetings

Every effort should be made to get as many den meetings as possible out of the classroom and dormitory settings. The school grounds, city streets, parks, playgrounds, museums, and zoos are all welcome relief from the sameness of the campus. Each provides new opportunities for learning, new chances to see what life is like.

The den leader, often an employee of the school, should not feel restricted to any single place for den meetings. It is a "meeting" whenever the den comes together and does things. It should be an adventure and not just another class.

Further, the activities of the den meeting should be mostly **doing** and very little **verbalizing.** Since Cub Scouts who live at the school cannot go home to parents and work on achievements, they may do this during some den meetings. Yet den meetings should be more than just "advancement factories." The old ingredients of **variety, action,** and **purpose** are especially good guidelines for dens of deaf Cub Scouts.

Pack Meetings

The fare of standard pack meetings is, in general, good for deaf Cub Scouts. Yet obviously, certain elements are different.

In the usual pack meeting, more parents are present than Cub Scouts. The resident school is usually located too far from the homes of most boys for parents to make it to a monthly pack meeting. Thus, the pack meeting is lacking

an essential ingredient for the kind of meeting it is supposed to be.

Pack meetings normally are shows. Each Cub Scout brings and shows the projects he has been working on. Each den contributes some kind of skit or stunt related to the program theme for that month. In the resident school, there are some months with no tangible project work. Further, skits have limitations because so many require a higher verbal facility than is available in either performers or audience.

This suggests that there should be greater variety of pack meetings for packs for deaf boys. Some can be outings to see new places and do new things. Some can involve contests. Many may be held outdoors. To be sure, some pack meetings can be of the kind described in the literature, even though parents are not present.

Community Cub Scout packs have occasional special activities in addition to den and pack meetings. These include picnics, cookouts, trips to aquariums, museums, ball games, etc. The recommendation here is that some den and pack meetings **themselves** be special as to locale, type of activity, etc. Resident school life is often limited, and Cub Scouting can help expand the circumscribed world in which the deaf boy may find himself.

Activities in Scouting

The activities of the community Scout troop center around patrol and troop meetings and activities outside of meetings. Those designed for Scouts, in general, are nearly always appropriate to deaf boys. Differences in the activities of community troops and those of school for the deaf school troops are often dictated by the school setting and not by deafness.

Troop Meetings

It is more important that the school troop meet weekly than it is for the community troop. And it may be even

more important that such meetings concentrate more heavily on activities and less upon talk.

Below is a list of the "standard" ingredients of a troop meeting, with commentary about each item in the troop for deaf Scouts.

Preopening. Even in a resident school, Scouts do not all show up for a troop meeting at the same time. The object is to keep early arrivals *constructively busy* until starting time. Plan this period into every meeting.

Opening. Formations are appropriate for deaf Scouts. They should be short. Emphasis in ceremonies should be on the graphic rather than the verbal. Uniform review from time to time is good to maintain high standards of uniforming.

Skill instruction or demonstration. Troop and patrol meetings should provide deaf Scouts with chances to learn Scouting skills. They will use these skills in the program of the troop. They will also advance through the progress awards. Instruction should be as graphic as possible. This period should not become just another class.

Game or contest. Deaf Scouts are as competitive as any Scouts anywhere. Competition in old or recently acquired skills help keep morale and enthusiasm high.

Patrol meetings. This portion of the troop meeting is devoted to patrol business and activities that are best done by patrols. Patrol meetings should not be held unless there are definite things for patrols to do.

Interpatrol activity. Demonstrations, contests, etc., often take place in this period. Patrols work under their own leaders.

Closing. If possible, reduce announcements to writing and distribute copies at this time. This period is valuable for recognizing individual Scouts for accomplishments. The Scoutmaster's minute, recommended for this period, is very valuable but of course requires ingenuity to communicate the message to everyone.

Patrol Meetings

We can avoid confusion by substituting the word "activities" for "meetings." For it is very desirable that patrols in the resident school do things as patrols besides meet.

The opportunity for patrols to carry out functions without adult guidance is more limited in the resident school than in a community troop. This is dictated both by the deafness disability and by the school's responsibility for the boys **in loco parentis.** Nevertheless, as much authority as possible should be conferred on boy patrol leaders.

Patrol and Troop Special Activities

Some of the special activities of a successful Scout troop involve hiking and camping, described in the next section.

It is most desirable that patrol and troop meetings be varied as to activity, location, and purpose. Deaf boys are likely to lead routine lives. They need chances to get outside their usual confines. They need to see the world. They need to deal with hearing people.

The activities of the troop and its patrols can help meet such needs. Scouting should not be thought of as an "inside" program, but as a way to get outside. Meetings — some of them — should be activities carried out beyond the usual limitations. Groups of Scouts can work on merit badges or skill awards together. Trips can be planned to sporting events, circuses, museums. Competitive events can be arranged with troops of hearing Scouts.

The kinds of activities suggested for troops in general are doubly suitable for resident school deaf boys.

The Outdoor Program

Cub Scouting and, to a much larger extent, Scouting depend heavily upon an active outdoor program. Yet in many resident schools, the potential of this program is greatly reduced by the fact that many children go home

weekends and school holidays. To that extent they are unavailable for off-premise hiking and camping. Hence, the extent of the outdoor program in the resident school depends on scheduling. And scheduling depends on the school's commitment to the program.

Would boys prefer an outing to going home? The only way to find out for sure is to ask them. Experience indicates that many prefer to go on an outing, about one weekend a month, if the privilege is theirs. The boys' choice should rule in most cases.

Would parents permit their sons to go on outings? Parents of hearing boys nearly always permit their sons to participate actively in all phases of Scouting when they know the reasons for the activities. This is usually true of the parents of deaf boys, too.

Thus, the question of whether boys in a resident school are available for Scout hiking and camping usually relates to the commitment of the school officials. If Scouting is regarded as a disposable recreational program, then the inconvenience and added expense of weekend activity are too much to bear. But if the whole program of Scouting is deemed an essential feature of the education of deaf boys, ways are found to permit regular weekend activity.

For the community troop, the annual long-term camp is the highlight of the year. It is an essential ingredient in the year's program.

Summer camp is equally important in the program of a troop of deaf Scouts. But again, whether the troop actually camps together depends almost entirely on the will of the school leadership that this event happen. For it to happen, the school need not be open, since the camp is conducted at the council camp or other campsite. But there are matters of transportation, leadership, etc., to contend with. Some Scouts leave school in the summer, and their homes may be far away. Such factors may defeat a camp program in the absence of a firm commitment to the total program.

With the special cautions noted in the next chapter, there is nothing about deafness that negates or makes

especially difficult a full outdoor program in Scouting. When the program is recognized by the school as the powerful educational tool that it is, no ordinary obstacles will stand in its way.

Events With Hearing Children

The Cub Scouting program rarely includes activities involving other units. It centers around the home and neighborhood. There will be few times for deaf Cub Scouts to participate in activities with hearing Cub Scouts.

In Scouting, considerably more emphasis is placed on interunit activity. In a particular area there might be two or three intertroop events per year, plus the use of council camping facilities by several troops at one time.

More orientation is needed for hearing Scouts than for deaf Scouts. If deaf and hearing Scouts are to interact, hearing Scouts must be oriented to the communication problems that will exist. They should also be prepared for some of the sounds deaf children make, so that they don't equate approximated speech with mental handicap.

In turn, if deaf Scouts have had little opportunity to be with hearing persons, they will have to understand that fingerspelling, for example, will be unknown to most hearing boys. They will learn that communications will be primitive and largely graphic. They will have to take some of the initiative in communicating with hearing boys.

Deaf Scouts are very competitive and are very likely to come out among the winners in many forms of competition. Both they and hearing Scouts should be encouraged to do their best, but to keep competition on a friendly basis.

Camporees and other types of intertroop camp-outs are very valuable experiences when the hearing and the deaf can associate and learn from each other.

The troop for deaf Scouts need not wait for a district or council event to do some Scouting with hearing boys. A joint meeting, trip, or camp-out can be arranged with a nearby troop at any time. The local council will be glad to help arrange such an affair.

Special considerations

Scouting for the deaf should have the same kinds of results as when applied to hearing boys. Yet we should expect even more of it, for Scouting has the potential to help deaf boys make more of themselves than they might otherwise. It can and should contribute to their most urgent need — better communication — and thus to other special needs as well.

In this chapter we will consider some of the special needs of deaf boys and ways in which Scouting can help. We will also note a few simple precautions that affect the safety of deaf boys in the Scouting program.

Social and Psychological Needs

Considering only physical differences, we can say that a deaf boy differs from a hearing boy only to the extent of his deafness. The body of one can perform in every respect as well as that of the other — but the deaf boy cannot hear.

Thus, when we discuss differences between the deaf and the hearing boy, we are not concerned with physical differences, but with the social and psychological differences caused by the disability of deafness. These differences are well known to persons who regularly work with the deaf.

We note further some clear social and psychological differences between the prelingually and the postlingually deaf boy.

The prelingually deaf. Though equally disabled, the prelingually deaf boy is less drastically affected socially by deafness than the postlingually deaf boy. This seems to be true because he is far less aware of his disability than the boy who once heard but can no longer. The prelingually deaf boy's life has been shaped within the boundaries of silence. Those things he might have heard, but didn't, are of no concern to him. He does not miss a faculty he never had.

The prelingually deaf boy is most likely to have spent much of his life in a resident school. His life there is normal to him even though it is not "normal" to people to whom families and homes are typical environments. He is accustomed to living with those who do not hear either, and who are equally unaware of not hearing. They are as likely to be happy together under those circumstances as hearing boys in other settings. Self-pity is virtually unknown to the young deaf, and indeed, they often have pity for hearing children who don't know the visual language and cannot seem to communicate. It may well be that some deaf children view hearing children as handicapped for their lack of knowledge of visible communication. In any case, hearing boys should be cautioned not to pity the deaf boys.

Boys are competitive; deaf boys are perhaps more competitive than hearing boys, and particularly so in competition with hearing boys. Athletically and in manual skills, deaf boys are often superior. For those of Cub Scout or Scout ages, these superiorities are likely to be quite satisfying. Boys in that age range may or may not know that their academic achievement level may be 3 or 4 years behind that of hearing boys of the same age, and if they know, they may not care much until later years.

There is, of course, a day of reckoning. Adolescent deaf boys do discover, if they haven't earlier, that they are behind academically. They do discover that this gap will restrict their choice of vocation. Thus, every experience they can have while growing up that will improve their reading and writing of English will help to close that gap.

The intelligence of deaf boys covers the same span as that of hearing boys. They can learn, but they need more opportunity. They need more **kinds** of learning experiences that require practice in English communication of all kinds. To the extent that Scouting contributes to this practice and to the desire to learn and practice English communication, it is an enormously helpful experience. Quite aside from its recreational and physically healthful values, Scouting offers a variety of communication exercises that are fun and contribute directly to the boy's education.

The postlingually deaf. The life of the postlingually deaf boy is quite a contrast. He has fewer educational problems because he usually can speak articulately and read and write English at his grade level. The probability is great that he will be a better lipreader than those who are prelingually deaf. Deaf persons who have never heard often have a limited understanding of English syntax, and the more familiar a person is with syntax and vocabulary, the more likely he is to be a good lipreader.

Yet there is another condition that may help or hinder the postlingually deaf boy's ability to lipread. Some persons are by nature analytical; they see wholes in terms of their parts. In trying to lipread, analytical persons see a series of unrelated lip movements and have trouble regrouping these meaningless parts into meaningful whole words and phrases. Persons who are not analytical tend to synthesize; that is, they tend to ignore individual lip movements and relate groups of them into words and phrases. Thus, according to one's own nature, lipreading may be natural and relatively easy or it may be unnatural and very difficult to learn. This ability or lack of it is not an indication of intelligence. Having it reduces the communication difficulties of a postlingually deaf boy; not having it will add to problems of adjustment to others and to the disability.

The earlier in life a boy has lost his hearing, in general, the easier the adjustment. Or, at least, so it seems. The boy who loses his hearing between the ages of 5 and 12 seems to make a fairly rapid and uneventful adjustment to

deafness. This may be because he does not fully appreciate what is involved. Later, during adolescence, the social affairs he might have enjoyed with others, the career he might have prepared for, the relationships with others he might have had come painfully to his attention. This is an extremely hard realization for the postlingually deaf teenager, and it is at this time that meaningful associations such as those developed in Scouting can be of great help.

Speech and Lipreading

The speech of the prelingually deaf is variably developed. Speech is learned by hearing persons through listening and mimicry. The growing child hears and imitates speech. The deaf child, never having heard speech, learns only to approximate it. The speech of the deaf sounds strange to hearing persons, but with long exposure, consciousness of its difference gradually fades.

The speech of the deaf is affected by imperfect reproduction and often by a lack of knowledge of English syntax. Certain classes of words, such as definite and indefinite articles, tend to be omitted altogether. The extent of this syntactical deficiency seems to be related to the type of instructional and social environment to which the child has been exposed; the more he has been exposed to English, the more likely he is to use written and oral language adequately. The patois often associated with the deaf is easily mistaken (as is inarticulation) for deficiency in intelligence, whereas it reflects only some degree of unfamiliarity with the way English is put together.

The quality of a deaf boy's speech, then, is the result of many circumstances: the instruction and practice he has had in speaking, his exposure to English vocabulary and syntax in all forms, his natural ability for speaking, his motivation to learn to speak, and the amount of residual hearing and his use of hearing aids. At its best, the speaking ability of a prelingually deaf boy of Scouting age will not closely resemble that of his hearing peers.

Lipreading ability, as we have noted, also varies according to the natural characteristics of the child. The "ana-

lytical" boy will get very little meaning from lipreading alone — perhaps only a tiny percent of the words spoken. While the best prelingually deaf lipreaders appear to understand practically everything that is said to them, many lipreaders understand relatively little. Whatever is comprehended must be deduced from the movements seen on a speaker's lips and associated in turn with the meanings suggested by context.

It is apparent, then, that most prelingually deaf boys face a future that all too closely resembles their past. Their primary social associations throughout their lives will be with other deaf persons. Occupationally, however, they will work almost exclusively with and for hearing persons. There are severe limits on what they can communicate to hearing persons through speech and equally severe limits on what they can interpret by lipreading. And since hearing persons normally cannot communicate manually, there is a regrettable but natural tendency for each to withdraw socially and in other ways from each other. (The tendency is not unlike that of Americans who speak little or no French forming little English-speaking enclaves in Paris; they have virtually everything else in common with the Parisians, but people like to have someone to talk to.)

We cannot count on Scouting to break down the ultimate lifetime barrier between the deaf and the hearing. Only a commonly understood language can do that. But Scouting can assist in this direction by helping boys develop their English communication skills, and it can give them enjoyable and beneficial experiences with hearing persons. Although the deaf tend to be socially isolated, they do meet hearing persons frequently on the job, and every experience that prepares them for these meetings is valuable.

Special Problems of Postlingually Deaf

Tinnitus. It is generally assumed that deaf persons live in silence. With some postlingually deaf persons this is not the case. They are afflicted with "head noise" (tinnitus).

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Such noise is persistent and may be unpleasant. What is heard varies widely from one person to another, but an individual hears a consistent kind of noise. It may resemble crickets, hums, sirens, or a great variety of other common sounds.

The precise causes of tinnitus are not known. The "volume" of head noise is apparently increased with fatigue and head colds. Alcohol and tobacco tend also to magnify the sounds.

Tinnitus is most noticeable and irritating when the person is not busy. Likewise it is least bothersome when the person is deeply involved in some activity. Deaf persons learn to live with tinnitus and ultimately appear to be little bothered by it. But the lesson is clear for deaf boys: activity is often the best remedy for the effects of tinnitus. If they keep busy, it will not bother them as much.

Voice timbre. The voice timbre of a postlingually deaf person tends to change with time. Hearing persons maintain a consistent timbre because they hear their own voices; the deaf person does not, and the timbre gradually changes. However, postlingually deaf persons retain their speech and should be encouraged to use it. The more a boy speaks as he always spoke, the more natural his voice will sound.

Speaking volume. Since the deafened boy can no longer monitor his own speech, from time to time he may find himself speaking louder than conditions require. Or, since he cannot monitor others, he may find himself talking when everyone else is quiet. These embarrassments are hard for the boy, and his tendency may be to avoid further difficulties by withdrawing. Naturally, that is just the opposite of what is best for him. He must learn how to cope with this problem and not let it bother him.

There are several useful cues that a deafened boy can learn to reduce such situations. He can be taught to monitor his surroundings visually from time to time, to see whether the group "looks" quiet or not. He can arrange a simple signal with a friend, by which the friend can cue him to raise or lower his voice level. As he grows more accustomed to being deaf, he will be able to "read" more

subtle cues that tell him whether to make noise or be quiet. In counseling a boy who is concerned about his errors in this respect, the leader should assure him that the boy notices and remembers such situations far longer and more intensely than anyone else.

Sense of orientation. Most postlingually deaf boys have lost their hearing from disease. The disease that destroyed their hearing often damages the inner ear, which controls orientation. Under conditions of adequate light, orientation is maintained by visual reference to one's surroundings, and the inner ear is not depended on. In the dark, however, or blindfolded for a game, the boy may stagger and have continuous difficulty keeping himself oriented. It is often desirable to pair a deaf boy with this problem with a hearing boy for tenting and other after-dark purposes so as to prevent any accident resulting from disorientation.

Hearing Aids

Some deaf boys are fitted with hearing aids to utilize residual hearing. These relatively delicate instruments are of two general types: air conduction with the earpiece worn in the ear, or bone conduction with the receiver worn on the mastoid bone behind the ear. For each of these the amplifier is worn midchest in a harness or in a breast pocket.

Hearing aids are damaged by water and should not be worn while swimming. It is also best to remove them for boating and canoeing to avoid the risk of getting them dunked accidentally.

The earpiece is molded plastic. If the ear were to receive a sharp blow while the earpiece is in place, it would be very painful and perhaps further damaging to the boy's residual hearing. Whenever the chance of such a blow exists, as in rough games or sports, hearing aids should be removed.

Special Activity Considerations

As has been noted throughout this booklet, deaf boys can participate fully in virtually all Scouting activities without restriction. The special cautions noted here are for safety and convenience and in no sense are intended to suggest a watered-down experience for deaf boys.

Swimming. The special considerations for swimming for deaf Scouts require some explanation.

As we have noted, deaf persons sometimes lose, through disease or birth defect, some or all sense of orientation (balance) along with their hearing. The two senses are physically controlled together in the human head, and what affects hearing often affects orientation.

Under conditions of adequate light the deaf person's inadequate sense of orientation does not surface. Given darkness, a defective sense of orientation will show itself in a loss of **horizontal** orientation; the person may stagger or weave from side to side in the dark because he loses the visual references he uses in the light. However, even in the dark, the disoriented deaf person does not lose his **vertical** orientation; he can always tell up from down. Gravity continually provides clues as to which way is down.

If we put that same person in the water, even the orienting effects of gravity are lost. He becomes, in effect, weightless. If because of opaque material in the water or darkness he cannot **see** the surface, the deaf boy may become totally disoriented; he literally does not know which way is up. Seeking a breath at the surface, he is just as likely to swim down or sideways as up. He may mistake the side of a pool for the bottom. Thus, a disoriented deaf person in murky water or in the dark may drown for failure to find the surface.

The first and most basic precaution with all deaf swimmers is the same as with hearing swimmers: the Safe Swim Defense. The plan is outlined in Scout leaders' manuals. It is just elementary that Scouts never swim at night (except in a pool properly lighted with underwater lights) or alone or where the bottom has not been fully explored or without responsible adult protection. The nearly perfect

record of hundreds of thousands of swims in Scout council camps, conducted under this plan, attests to its high margin of safety. By contrast, the tragic annual loss of life on individual Scout unit swimming activities where shortcuts are taken demonstrates the need for more intelligent and disciplined Scout leadership of aquatic activities. The use of basic protective steps is just as important whether the swimmers are deaf or not.

The second precaution is to know which of the deaf swimmers have an impaired sense of orientation. The safest thing is to presume that any postlingually deaf boy has defective orientation, since this is more likely to be true than not. Of the prelingually deaf boys, normally much in the majority, the leader's own experience with some boys may have demonstrated conclusively that impairment of orientation does or does not exist. Where this is unknown, a blindfolded walking test is usually sufficient to answer the question.

Having identified those with conclusive or presumed impairment of the sense of orientation, the following precautions should be followed.

1. Scouts with impaired orientation do not swim in murky water or at dusk — and certainly never after dark.

2. No Scout with impaired orientation is ever paired in the buddy system with another Scout so impaired. He is always paired with a Scout with normal sense of orientation, or with a hearing Scout.

3. Scouts with impaired orientation should be watched by lifeguards more carefully than the others, particularly when diving. It might, for example, go unnoticed that a particular boy swims with his eyes closed — a practice that, paired with a deficient sense of orientation, could lead to disorientation in the water.

4. Scouts with impaired orientation should not swim in deep water where, at lower depths, the water is relatively opaque. A deep dive could result in disorientation. Just what depth is safe depends on water and outside light conditions.

A hearing leader taking deaf Scouts swimming for the first time may discover too late that his whistle is of no value in calling for buddy checks. A visible signal must be prearranged and all Scouts oriented as to its meaning. One such signal is the Scout sign with arm fully extended, as for "attention" in Scout field signals. Instructions can be that Scouts on the dock will raise their hands in this signal when they see it from the leader to provide additional visible signals for those in the water.

Darkness. To the deaf, darkness is tremendously limiting. Visual reference for balance, lipreading, fingerspelling, or signing is eliminated with the fall of darkness. A Scout leader finds his authority drastically undermined with darkness; he can no longer communicate quickly and easily with his Scouts.

These problems suggest two general principles to the leader of deaf Scouts. He should make maximum effective use of daylight hours while hiking and camping and should make sure that more than the usual amount of lighting is available for afterdark activities.

Depending on time of year and latitude, the amount of daylight available in a day varies between 10 and 16 hours in most of the United States. It behooves a unit of deaf boys to get up and get going in the morning to take full advantage of daylight. In an independent summer camp, the troop of deaf Scouts can go on "double daylight saving time" by simply pushing up their watches an extra hour. This may retain daylight until 9 p.m. and delay it in the morning until 7 or 8 o'clock, depending on the date. For weekend camping, there is no real need to reset watches; the unit can simply rise early and get going.

For after-dark activities, lighting is needed for communication. Campfire setups should be arranged so that persons putting on skits, telling stories, etc., are well lighted and readily visible to the Scouts. Deaf Scouts enjoy campfires as much as anyone, but if they have to try to understand someone whose back is toward the only light source — the fire — they will understandably not be interested.

The use of flashlights to illuminate whatever methods of communications are used is essential to after-dark activities. Lamps that tend to flood an area with light rather than to spotlight small areas are often better. Deaf Scouts should always be seated with their backs to the source of light, or at such an angle that it will not shine directly in their eyes. The usual restrictions apply to the use of flame lights.

Field signals. Scouting literature has long contained a simple set of field signals for use when voice commands are inappropriate or impossible. These signals are very effective for deaf Scouts and should become part of the repertory of every leader and Scout. They can be used with Cub Scouts as well as with Scouts.

Hiking. With deaf Scouts, hiking presents certain hazards and problems. They result from being unable to communicate by voice and from frequently being out of range for normal sighting of field signals.

One common precaution with a group of deaf Scouts is to place leaders at the front and back of a column of hiking Scouts. Any special hazards encountered at the head of the line can be communicated down the line; any problems that occur in the line come within the view of the leader bringing up the rear.

Night hiking should usually be avoided. A short one can be arranged using a rope for all to hang onto, if everyone has a flashlight. Or, light stations can be set up along a marked trail for another kind of night hike or adventure trail.

Experienced leaders of deaf Scouts often carry a pocketful of pebbles or other small objects that may be tossed at Scouts to attract their attention when other methods fail.

It is, of course, a good safety precaution that every Scout learn what to do if lost. This is particularly important for deaf Scouts, whose limited outdoor experience might be more likely to lead to panic or additional disorientation. Normal practice for search parties is to call

out the name of the person as they search; this is obviously of no value when searching for a lost person who is deaf. Further, other audible clues to finding help are unavailable to the deaf person who becomes lost. Thus, it is more important than with hearing Scouts that deaf Scouts not become lost in the first place, and that if they do, they follow appropriate procedures.

Appendix 1

ORGANIZING A SCOUTING UNIT IN A RESIDENT SCHOOL FOR THE DEAF

The Boy Scouts of America has developed standard plans for organizing new community units. These plans are generally usable in resident schools, provided these differences are allowed for:

1. The Scouting program is more directly applicable to the objectives of a resident school than to those of almost any other kind of sponsoring organization. Thus, the organization of such a unit must be viewed by school officials as an expansion of its existing educational program rather than the addition of an "outside" recreational opportunity.

2. Committee members and leaders of a community unit are often recruited from among parents or members of the sponsoring body. In the resident school, some or all often come from the school's professional and paraprofessional staff. In the strictest sense, then, these staff members are not always "volunteers" as in a community unit; Scouting responsibilities may be given and accepted as part of their jobs.

3. Parents are nearly always involved in the organization of a community unit. The location of the resident school may eliminate the participation of many parents, though those within reasonable distance should be invited to take part.

A school for the deaf that wants to start a Scouting unit should first get in touch with its local Scout council for assistance. Working closely with council representatives will avoid many pitfalls and take full advantage of accumulated experience in organizing units.

Resident schools have the essentials for the Scouting program: boys, physical facilities, and adults interested

and experienced in the education of the deaf. The only element to be added is a commitment to the program of Scouting as an integral and essential part of the education of deaf boys. This commitment should have both depth and length: deep enough to get the job done right and long enough to assure continuity of the Scouting experience for those who join.

Neither the resident school nor the Scout council has any desire to create a halfhearted and weak Scouting unit. It would be a waste of resources and an ultimate source of great disappointment to boys. A school should either undertake to squeeze every potential value out of Scouting or not try it at all.

What Manpower Is Needed?

Any type of unit — pack, troop, or post — will require an institutional representative, a unit committee of at least three members, a unit leader, and one or more assistant leaders. A Cub Scout pack requires den leaders in addition.

The institutional representative, a liaison officer between the school and the Scouting organization, should be a man closely connected with the school and one who can represent its views. Unit committee members can be drawn from staff, alumni, parents, or public-spirited citizens in the community. Not all committee members need be able to communicate with the boys who will belong.

The unit leader may be hearing or deaf. He may be associated directly with the school or may come out of the community. He should be able to work effectively with both adults and boys. Experience in Scouting is a valuable asset, but an able man without a Scouting background may be considered because he can learn Scouting.

Scouting leadership courses have not been adapted for use by deaf leaders. Hence, a deaf leader will mainly have to train himself from literature and will be limited in the amount of helpful communication he can have with hearing Scout leaders of other units.

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Quite obviously, the unit leader must be in total sympathy with the educational methodology used in the school. He must operate a Scouting program that supports that method.

A hearing leader from the community at large can bring fresh perspective to the school unit but will be handicapped until he learns to communicate with deaf boys. A hearing or deaf leader from the school staff will be well able to communicate with deaf boys, but may lack the freshness of perspective of the "outsider." The respective values of "insider" and "outsider" can both be obtained by using an assistant leader who represents the opposite position.

Den leaders for Cub Scouts usually come from male or female school staff members. They need special training for their role as den leaders so that the program is more than an extension of classroom methods.

Appendix 2

TRAINING AIDS

The following graphic materials developed and distributed by the Boy Scouts of America are especially applicable to deaf boys and are recommended.

In addition, a catalog of audiovisual materials at your Scout council office lists slides, filmstrips, and motion pictures currently available. All such productions are prepared for hearing audiences and, when suitable for deaf Scouts, require adaptation to provide the information contained in the sound track or printed narration.

Cub Scout

Cub Den Advancement Chart, No. 4192

Cub Scout Insignia Posters (cardboard), No. 4648

Cub Scout Insignia Posters (paper), No. 4648A

Cub Scout Insignia Stickers, No. 4649

Webelos Scout Advancement Chart, No. 4187

Scout

Ecology Signs, No. 7167

Luminous Star Finder, No. 1055

Morse Signal Flags, No. 1058

Morse Signal Flag Sticks, No. 1532

Nature Trail Signs — Northeast, No. 12029

Nature Trail Signs — Pacific Northwestern States, No. 12032

Nature Trail Signs — Rocky Mountain and Western States, No. 12031

Nature Trail Signs — Southeast, No. 12030

Scout Insignia Poster Set (cardboard), No. 4751

Scout Insignia Poster Set (sheet), No. 4751A

Scout Insignia Stickers (sheet), No. 4653

Semaphore Signal Flags, No. 1021

Semaphore Signal Flag Sticks, No. 1533

Troop Advancement Wall Chart, No. 6506

Educational and training films of all kinds with captions for the deaf may be borrowed by writing to:

U.S. Office of Education
Bureau of Education for the Handicapped
Media Services and Captioned Films
Seventh and D Sts. SW
Washington, D.C. 20202

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Appendix 3

RESOURCES

Basic Scouting Publications

CUB SCOUTING

Cubmaster's Packbook, No. 3210

Den Leader's Book, No. 3212

Den Chief's Denbook, No. 3211

Webelos Den Leader's Book, No. 3217

Webelos Den Activities, No. 3853

Wolf Cub Scout Book, No. 3207

Bear Cub Scout Book, No. 3208

Cub Scout Activities, No. 3837

Webelos Scout Book, No. 3209

Cub Scout Fun Book, No. 3215

Group Meeting Sparklers, No. 3122

Games for Cub Scouts, No. 3844

Crafts for Cub Scouts, No. 3843

Skits and Puppets, No. 3842

SCOUTING

Scoutmaster's Handbook, No. 6504

Patrol and Troop Leadership, No. 6502

Scout Handbook, No. 6500

Fieldbook, No. 3201

Leadership Corps, No. 6503

Troop Committee Guidebook, No. 6505

Campways Tours and Expeditions, No. 3734

Scouting for the Mentally Handicapped, No. 3058

Scouting for the Visually Handicapped, No. 3063

Scouting for the Physically Handicapped, No. 3039

EXPLORING

Explorer Leaders' Reference Book, No. 3171

Explorer Member's Guide, No. 3155

Explorer Post Committee Guide, No. 3154

Explorer Officers' Workbook, No. 3158

Exploring magazine

Non-Scouting Publications

BOOKS

The Conquest of Deafness, A History of the Long Struggle To Make Possible Normal Living to Those Handicapped by Lack of Normal Hearing by Ruth E. Bender, Cleveland, Ohio: The Press of Western Reserve University, 1960

A Handbook of Readings in Education of the Deaf and Postschool Implications by Irving S. Fusfeld, Springfield, Ill.: Charles C. Thomas, Publisher, 1967

Persons With Hearing Loss by Jerry Griffith, Springfield, Ill.: Charles C. Thomas, Publisher, 1969

A Dictionary of Idioms for the Deaf compiled and edited by Maxine Boatner and John Gates. Published by the American School for the Deaf and available from National Association of the Deaf, 905 Bonifant St., Silver Springs, Md. 20901

Hearing and Deafness, 3d edition, by Hallowell Davis and S. Richard Silverman, New York: Holt, Rinehart and Winston, 1970

PERIODICALS

The American Annals of the Deaf, 5034 Wisconsin Ave. NW., Washington, D.C. 20016.

The Deaf American, 905 Bonifant St., Silver Springs, Md. 20910

The Volta Review, 1537 35th St. NW., Washington, D.C. 20007

ASHA, A Journal of the American Speech and Hearing Association, 9030 Old Georgetown Road, Washington, D.C. 20014

Journal of Rehabilitation of the Deaf, Department of Special Education and Rehabilitation, University of Tennessee, Knoxville, Tenn. 37916

Exceptional Children, Jefferson Plaza, Suite 900, 1411 South Jefferson Davis Highway, Arlington, Va. 22202

Visible English or fingerspelling to be used as a supplement to speech for people who want deaf children to see English.

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On His Deafness

By Robert F. Panara

My ears are deaf, and yet I seem to hear
Sweet nature's music and the songs of man
For I have learned from Fancy's artisan
How written words can thrill the inner ear
Just as they move the heart, and so for me
They also seem to ring out loud and free.

In silent study I have learned to tell
Each secret shade of meaning and to hear
A magic harmony, at once sincere,
That somehow notes the ***tinkle*** of a bell,
The ***cooing*** of a dove, the ***swish*** of leaves,
The raindrop's ***pitter-patter*** on the eaves,
The lover's ***sigh***, and ***thrumming*** of guitar,
And, if I choose, the ***rustle*** of a star!